

Centerville Elementary

1529 Whitehall Road
Anderson, South Carolina 29625

Grades	K-5 Elementary School	
Enrollment	607 Students	
Principal	Mike Hughes	864-260-5100
Superintendent	Betty T. Bagley	864-260-5000
Board Chair	Dr. William Mack Burriss	864-224-6384

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
5	47	31	3	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 15 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Unsatisfactory	No
2004	Excellent	Below Average	Yes
2005	Excellent	Excellent	Yes
2006	Good	Unsatisfactory	No

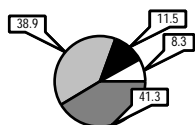
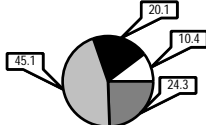
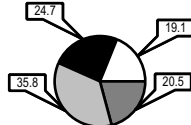
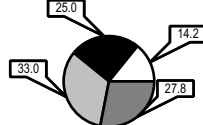
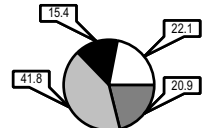
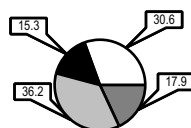
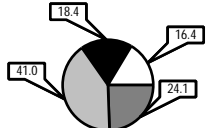
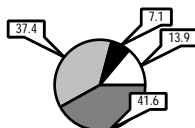
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	305	87.9	5.1	36.9	45.1	12.9	70.2	Yes	Yes
Gender									
Male	150	79.3	7.1	41.6	44.2	7.1	63.7	N/A	N/A
Female	155	96.1	3.5	33.1	45.8	17.6	75.4	N/A	N/A
Racial/Ethnic Group									
White	219	91.8	4.2	29.8	50.3	15.7	75.9	Yes	Yes
African American	77	75.3	3.6	63.6	27.3	5.5	52.7	Yes	No
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	247	99.2	3.4	36.3	46.6	13.7	71.8	N/A	N/A
Disabled	58	39.7	23.8	42.9	28.6	4.8	52.4	I/S	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	305	87.9	5.1	36.9	45.1	12.9	70.2	N/A	N/A
English Proficiency									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	300	87.7	4.4	37.2	45.2	13.2	70.4	N/A	N/A
Socio-Economic Status									
Subsidized meals	123	81.3	8.5	47.9	35.1	8.5	58.5	Yes	No
Full-pay meals	182	92.3	3.1	30.4	50.9	15.5	77.0	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	305	92.5	7.5	45.1	25.6	21.8	63.9	Yes	Yes
Gender									
Male	150	88.0	8.9	45.2	26.6	19.4	62.9	N/A	N/A
Female	155	96.8	6.3	45.1	24.6	23.9	64.8	N/A	N/A
Racial/Ethnic Group									
White	219	94.5	6.6	38.6	26.9	27.9	71.1	Yes	Yes
African American	77	85.7	11.7	65.0	21.7	1.7	38.3	Yes	Yes
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	247	99.2	5.1	44.4	26.1	24.4	68.4	N/A	N/A
Disabled	58	63.8	25.0	50.0	21.9	3.1	31.3	I/S	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	305	92.5	7.5	45.1	25.6	21.8	63.9	N/A	N/A
English Proficiency									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	300	92.3	7.7	45.2	25.3	21.8	63.6	N/A	N/A
Socio-Economic Status									
Subsidized meals	123	87.8	13.9	56.4	17.8	11.9	47.5	Yes	Yes
Full-pay meals	182	95.6	3.6	38.2	30.3	27.9	73.9	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	305	98.7	18.8	35.9	20.6	24.7	45.3
Gender							
Male	150	97.3	21.4	31.4	24.3	22.9	47.1
Female	155	100.0	16.3	40.1	17.0	26.5	43.5
Racial/Ethnic Group							
White	219	99.1	12.0	32.7	23.6	31.7	55.3
African American	77	97.4	38.6	45.7	11.4	4.3	15.7
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	247	99.6	11.9	35.7	23.4	28.9	52.3
Disabled	58	94.8	50.0	36.5	7.7	5.8	13.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	305	98.7	18.8	35.9	20.6	24.7	45.3
English Proficiency							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	300	98.7	18.4	36.2	20.6	24.8	45.4
Socio-Economic Status							
Subsidized meals	123	98.4	30.4	40.9	20.9	7.8	28.7
Full-pay meals	182	98.9	11.0	32.6	20.3	36.0	56.4

Social Studies							
All Students	305	98.7	13.9	33.1	27.9	25.1	53.0
Gender							
Male	150	97.3	17.9	30.7	26.4	25.0	51.4
Female	155	100.0	10.2	35.4	29.3	25.2	54.4
Racial/Ethnic Group							
White	219	99.1	9.6	31.7	27.9	30.8	58.7
African American	77	97.4	25.7	40.0	27.1	7.1	34.3
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	247	99.6	6.8	32.8	31.9	28.5	60.4
Disabled	58	94.8	46.2	34.6	9.6	9.6	19.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	305	98.7	13.9	33.1	27.9	25.1	53.0
English Proficiency							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	300	98.7	13.8	33.3	27.7	25.2	52.8
Socio-Economic Status							
Subsidized meals	123	98.4	20.0	40.9	24.3	14.8	39.1
Full-pay meals	182	98.9	9.9	27.9	30.2	32.0	62.2

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	97	100.0	3.3	17.6	64.8	14.3	79.1
	4	111	100.0	9.2	44.9	37.8	8.2	45.9
	5	103	99.0	8.7	48.9	35.9	6.5	42.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	101	96.0	2.2	20.7	52.2	25.0	77.2
	4	104	86.5	5.9	42.4	43.5	8.2	51.8
	5	100	81.0	7.7	50.0	38.5	3.8	42.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	97	100.0	5.5	53.8	23.1	17.6	40.7
	4	111	100.0	16.3	40.8	26.5	16.3	42.9
	5	103	99.0	5.4	43.5	19.6	31.5	51.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	101	98.0	2.1	41.5	34.0	22.3	56.4
	4	104	92.3	13.5	48.3	19.1	19.1	38.2
	5	100	87.0	7.2	45.8	22.9	24.1	47.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	97	100.0	11.0	30.8	35.2	23.1	58.2
	4	111	100.0	22.4	25.5	26.5	25.5	52.0
	5	103	99.0	18.5	18.5	22.8	40.2	63.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	101	100.0	11.5	40.6	34.4	13.5	47.9
	4	104	99.0	30.2	34.4	15.6	19.8	35.4
	5	100	97.0	14.7	32.6	11.6	41.1	52.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	97	100.0	3.3	36.3	29.7	30.8	60.4
	4	111	100.0	9.2	48.0	23.5	19.4	42.9
	5	103	99.0	15.2	44.6	18.5	21.7	40.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	101	100.0	4.2	25.0	39.6	31.3	70.8
	4	104	99.0	15.6	30.2	25.0	29.2	54.2
	5	100	97.0	22.1	44.2	18.9	14.7	33.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 607)				
First graders who attended full-day kindergarten	100.0%	Up from 92.9%	100.0%	100.0%
Retention rate	3.1%	No change	2.6%	2.8%
Attendance rate	96.9%	No change	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	11.2%	Down from 11.9%	0.5%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	6.6%	Down from 9.0%	0.5%	0.0%
Eligible for gifted and talented	9.0%	Down from 14.6%	15.8%	10.4%
On academic plans	27.2%	N/AV	27.2%	33.6%
On academic probation	0.0%	N/AV	0.0%	1.0%
With disabilities other than speech	9.0%	Down from 13.5%	7.3%	7.5%
Older than usual for grade	0.7%	Down from 0.8%	0.7%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 46)				
Teachers with advanced degrees	34.8%	Up from 31.3%	55.7%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.7%	N/A	2.6%	2.4%
Teachers with emergency or provisional certificates	2.4%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	85.7%	Down from 85.9%	88.7%	87.3%
Teacher attendance rate	96.1%	Up from 94.7%	95.1%	94.9%
Average teacher salary	\$41,467	Up 1.3%	\$43,042	\$42,485
Prof. development days/teacher	14.1 days	Up from 11.2 days	12.6 days	13.3 days
School				
Principal's years at school	14.0	Up from 0.1	6.0	4.0
Student-teacher ratio in core subjects	15.0 to 1	No change	19.6 to 1	18.6 to 1
Prime instructional time	91.7%	Up from 90.7%	90.1%	89.7%
Dollars spent per pupil*	\$6,569	Up 10.6%	\$6,161	\$6,557
Percent of expenditures for teacher salaries*	62.2%	Down from 62.6%	64.7%	64.0%
Percent of expenditures for instruction*	67.0%		69.0%	69.1%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	99.7%	Up from 99.4%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.4%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	1.1%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Centerville Elementary has had another great year! For the past several years, Centerville has shown a steady gain in student achievement. The S.C. Education Oversight Committee has recognized us for the last four years as a school that is Closing the Gap between the performance of students who are economically advantaged and those who are economically disadvantaged. Our state report card rating has been Excellent for the past two years, and we have met the requirements in all 21 categories for AYP as mandated by the No Child Left Behind legislation.

Centerville Elementary School was recognized in December 2005 as a Blue Ribbon Lighthouse School of Excellence, a national honor. Only 30 schools across the United States were awarded this honor. Our school will serve as a model school for others by sharing best practices and programs that work to ensure student success. In addition to the Lighthouse award, Centerville was one of three finalists in the nation for the Schools of Distinction Award for Science. Our science curriculum is consistently implemented and regularly evaluated. Instructional strategies include hands-on, investigative experiences, and project-based learning, both of which enhance student achievement in all areas. Our school has been approved to be an Advanced Technology Theme School. Plans are in place for opening as a School of Technology in August 2008.

Centerville has established a reputation as an innovative school whose administrative staff and faculty are not afraid to think outside the box in order to meet the needs of students. The academic progress and needs of all our students are scrutinized carefully to ensure they are placed in the class in which they can be most successful. Our improvement plan addresses the needs of all students whether special needs, gifted and talented, or the average learner.

We have implemented a school-wide writing program. Students are required to write in all subject areas, whether journaling in science or explaining a problem in math. The students receive awards for their improvement and achievement in writing each nine weeks.

Odyssey of the Mind, Math Olympiads, and Lego Robotics are competitions offered to our students. In 2005, one of our teams won first place in its category at the state Odyssey of the Mind competition, awarding it the opportunity to compete nationally. Additionally, one of our Lego Robotics teams received Honorable Mention at the state Lego competition held in Columbia, South Carolina. During January 2006 Lego Robotics Competition, our science coach was recognized as the Lego Robotics Coach of the Year.

Centerville's PTA continues to be a vibrant force in making our school a better place for all. From selecting and conducting appropriate fundraisers to encouraging healthy lifestyles by assisting with the Running Club, the PTA is there for our students and faculty.

Through the efforts of capable and eager students, an excellent faculty and staff, committed and involved parents, and the support of the community at large, Centerville Elementary School is a great place to work and learn. Please visit our website, Centerville@anderson5.net.

Judy M. Faulkenberry, Principal
Amiee McGill, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	45	91	58
Percent satisfied with learning environment	97.8%	91.2%	89.5%
Percent satisfied with social and physical environment	100.0%	82.0%	87.9%
Percent satisfied with school-home relations	88.9%	92.3%	79.6%

*Only students at the highest elementary school grade level at this school and their parents were included.